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c. In inflection the relation is less obvious, but is not to be ignored. Many Latin inflections have survived in English either in their original form or with regular changes. This relation the Committee recommends should be capitalized to the greatest possible extent in developing declensions, comparisons (especially irregular), and conjugations (especially principal parts).

d. In the treatment of the Latin sentence the Committee believes the approach should be through the medium of those English sentences in which the pupil has been unconsciously accepting the thought on the principle implicit in Latin. Thus a foundation is laid for a clear recognition of the genius of the two languages and for proper emphasis upon and training in *translation* as probably the most valuable of the practical values. The report lays great emphasis upon the necessity of creating in the mind of the pupil a clear distinction between the problems involved in getting the thought of a Latin sentence and the problems of translation.

2. The disciplinary values are in the opinion of the Committee a product of method of *study* by the pupil. Training in how to study is the indispensable condition. Particularly should pupils be taught to differentiate between the problems involved in studying vocabulary, syntax, inflection, and the Latin sentence, and to differentiate accordingly in the methods of study used in studying each element. Independence in acquiring vocabulary, independence in solving syntactical problems, and initiative in attacking inflections are the ideals proposed, based in each case upon careful training in *how to study* each element. The method recommended by the Committee in attacking the Latin sentence involves a slower approach and the reading of a smaller amount proportionately. It would suggest two books of Caesar for the Caesar year instead of four. The Committee will discuss in Part III the reading proposed. This part of the Report has not been formulated. The topic has been discussed informally and I feel confident that the Report will recommend that the reading of connected stories begin as early as possible consistently with the slow approach proposed, that a great deal of easy reading centering in Roman ideas, things, and people be required during the eighth and ninth years, and that, even if Latin is begun in the seventh year, little or no Caesar be read before the regular second year of the Senior High School. We shall then approximate more nearly the vastly greater time now given in the Schools of Europe to the period preceding the reading of Caesar.

3. The cultural values are divided into "extensive" and "intensive". The intensive the committee conceives to result from insistence upon proper standards in translation and the extensive from organized and systematized "obiter dicta", relating to all the various ways in which the Roman civilization was distinctive and in which it affects our lives to-day, and from a definite and continuous course in reading in English (including translations of ancient authors).

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THE NEW YORK CLASSICAL CLUB ON THE PROPOSED SYLLABUS FOR LATIN IN JUNIOR HIGH SCHOOLS IN NEW YORK STATE

In THE CLASSICAL WEEKLY 14.128 an account was given of the meeting of The Classical Forum of The New York Classical Club, held, on December 11 last, to discuss the Proposed Syllabus for Latin in the Junior

High Schools of New York State (the report of the meeting did not reach me till after January 1). Immediately after the meeting itself, there was a session of a Committee, appointed by Professor W. E. Waters, President of the New York Classical Club, to formulate the sentiment of the Club with respect to the Report, so far as it could be gathered from the expressions at the meeting of The Classical Forum, and otherwise, and to communicate that sentiment to the Department of Education of the State of New York.

These resolutions reached me before Christmas. It seemed to me best, however, not to publish the resolutions until there should be presented in the columns of THE CLASSICAL WEEKLY an abstract of the Preliminary Report of the Committee on the Syllabus (73 pages). This abstract came to hand only recently. The abstract, prepared by the Chairman of the Committee which issued the Report, has been printed above in this issue. The resolutions adopted by the Committee appointed by Professor Waters are as follows:

1. In view of the far-reaching character of the recommendations of this Report, the Forum feels that it should not be adopted until there has been ample opportunity for full criticism. It therefore urges that action upon it be postponed for at least a year.

2. The Forum agrees with the Report in believing that the dominant principle in the work in Latin in the first year, that is, the seventh grade of the Junior High School, should be the correlation of Latin with English, with special attention to word-study.

3. While general uniformity in the work of the Schools is desirable, the Forum is convinced that to insist upon identity of method, as is done in this Report, is highly objectionable.

4. For pupils in the eighth grade the Forum believes that there should be a steadily increasing emphasis upon the phenomena of the Latin language itself with considerable reading of elementary Latin, and some attention to the Roman civilization as fundamental to our own.

5. In the ninth grade the work in Latin begun in the eighth grade should be so carried on that at the end of the ninth grade the pupils should have covered at least the prescriptions of the present High School syllabus.

C. K.

REVIEWS

A Study of Women in Attic Inscriptions. By Helen McClees. New York: Columbia University Press (1920). Pp. 51. \$1.00.

This Columbia University dissertation, published in the Columbia University Studies in Classical Philology, attempts to collect all the information upon the life and position of women to be found in Attic inscriptions. These inscriptions give us a decidedly different view of women from that offered by Greek literature; the literature often presents a low estimate of woman's real nature and most valuable qualities. The inscriptions show that there was much to render the lot of the Athenian woman happy and they are full of appreciation of her character. Many religious and public opportunities were open to women. Women were priestesses in about forty cults, including those of three